The Carbon Advocate,

H. V. MORTHIMER. Editor and Proprietor.

Fatn's Madleins

TO BOUCE PER NUBBER 18 --- 66 E. E V ER A NUBBER 1 EV ER. ??

TERMS: One Dollar a Year in Advance

VOL. II., No. 2.

LEHIGHTON, CARBON COUNTY, PENN'A, SATURDAY MORNING, NOVEMBER 29, 1878,

SINGLE COPIES, THREE CENTS

Lehighton Directory.

Agent. W. C. Fredirici, Singer Saving Machine and In-surance, next to E. H. Snyder's, Bank street. Barber,

R. B. Widdon, Sharing, Hair Cutting and Share pooing, under Exchange Hotel, Bank street.

Boot and Shoe Makers. Charles Youser, nearly opposite the post-offic street; also, dealer in Confectionery.

Clinton Bretney, in Levan's building, Bank street.

All orders promptly filled—work searranted.

Confectioners.

Hausman & Kuhns, opposite Obert's store, Bank street. All orders promptly filled.

Dry Goods and Groceries. Z. H. Logg, opp. L. & S. Deput, Rank at., dealer Hardware, Queensware, Ludies' Dress Goods, a

H. A. Beltz, Leuckel's Block, Bank st., Dry Goods Groceriez, Queennoure, Curpets, Oil Clothe d'Chal E. H. Snyder, Bank street, Dry Goods, Notions Dress Goods, Groceries, Queensware, Hardware, do Drugs and Medicines.

A.J Durling, first door above P. (... Bank street Oils, Prints, Perfumery, Patent Medicines, de. Hardware.

F. P. Sammel, nearly opp. Exchange Hotel, Bank street, Californies, Oils, Paints, Guirna, de. Hotel.

Thomas Mants, "Exchange," opp. Public Square, Bank st. Putronoge solviled.

Merchant Tailors. Clause & Beo., Bank atreet, and dealers in Gents' Parnishing Goods, Boots, Stores, Hats, Cape, de.

Thomas S. Beek, P. O. building, Bank et., Gent's Eurnithing Goods, Hats, Caps, School Books, ale.

M111 ner-Mrs. E. Fath, Bank street, 2nd door below the M. E. Ghurch. Notions and Trimmings Physicians and Surgeons,

Dr. C. S. German, corner of Bank and Iron stree Consultation in English and German. Dr. N. B. Reber, next door to P. O. Bank street. Consultation in English and Germani.

Provisions. Jos. Obert, Bank st., Packing, Curing and Smoking Establishment. All orders promptly filled. J. Fatzinger & Son, Bank st., dealers in Flour and Ped, Grocerics, Fruits and Vigetables.

Watchmaker and Jeweler. G. Dollenmayer, South street, above Bank Dealer in Watches, Clocks, Rings, dv.

Railroad Guide. DENNSYLVANIA RAILROAD.

Fast Time and Sure Connections

Five Express Trains Daily from Harrisburg to the West.

Pullman Palace Cars through from Harburg to Chicago, Cincinnati, Louis-ville and St. Louis.

The number of miles operated and controlled by this Company cushle it to run cars through with fower changes than by any other line.

Passengers will find this, in all respects, The Saiest, Quickest & most Comfortable Route!

BAGGAGE CHECKED THROUGH

For Rates, Tickets and all information, apply at all Principal Offices on Line of Lehigh Valley and Lehigh & Su-quehanna Railronds, and at P. R. R. Depot, Harrisburg, Pa.

A. J. CASSATT, General Manager.
D. M. BOYD, General Passenger Agent.
J. N. Albba, Eastern Traveling Agent.
March 8, 1873. 201 Chestnut St., Philad's.

OENTRAL R. R. OF N. J. LEHIGH & SUSQUEHANNA DIVISION. WINTER ARRANGEMENT, # Nov. 17, 1873.

Pittaton	****** *****	7,85 8,72 8,30 9,55 10,37	19.30 16.57 11.25 12.55 1.39	1,38 4,53 2,35 3,46 4,31
Mauch Chunk	7.50	11.00	12 23	4.40
Catamaqua	#35 8.43 9.00 9.27	12.06 12.17 12.43	8.11 8.25 3.71 4.03	8.38 5.45 6.25
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Letve Easton Bothlehem Allentown Catarauqua	A. N.	No. 4. A. M. 81,56 12,13 12,25 12,32	No 6, 9, M. 5,55 4,27 4,37 4,40	No. 14 F. W 7.11 7.41 7.51 8.01
Mauch Chunk	1,25	LL-AV	16.10	931
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b and 7, and Up trains Nos. 10 and 4 country.
Mauch Chunk.
North Thom's R. R — Down trains Nos. 1, 3, 5, 2
7 connect at Bethlebem for Philadelphia. Co tealing
Nos. 10 4 4 connect at Bethlebem for Philadelphia.
Returning lower Philadelphia as 7, 10 a. 10, for Eastern Con., Mauch Chunk, Bath, Wilkes Barre. Tamuque,
Seranton, Sharsin, 4r.; at 9, 45 a. 10, for Eastern
Mauch Chunk, Tamaqua, Williameport, Wilkes
Barre and intermediate stations; at 2, 10 p.
Mikes Barre and intermediate stations; at 2, 10 p.
Mikes Barre and intermediate stations; at 2, 10 p.
Mir Bath and Easton; at 5, 10 p. 10, for Mauch
Chunk.

m. for Hath and Easton; at 5-10 p. m. for Mauch Chunk.

Tamagua Branch.—Up trains Nos. 10 & 4. and Down trains Ros. 3. 5 & 7 connectad Mauch Cruns to and from Tamagua.

Lebiph & Lacianseanna R. R.—Down trains Nos. 1 & 7, and Op trains Nos. 1 & 7, and and 2 1 p. m.

Central Resirvoid of New Jersey.—All trains unabelesse connection at isasion with trains on Central Resirvoid of New Jersey.—All trains make close connection at isasion with trains on Central Railroad of New Jersey.

Beinder-Belauers R. R.—Down trains Nos. 3 & 5, and Up trains Nos. 4 & 14 connect at Phillips Durg with Heb. Del. R. R. to and from Transon.

Philadelphia and Belviders.

Philadelphia are Reading Resirvoid.—The Depote of the East Penn R. R. and the L. A S. Division are connected by Heret Cars.

H. P. BALDWIN, Gre. Passenger April.

Nov. 22, 1876.

DR. N. B. REBER,

PRACTICING PHYSICIAN AND SURGEON PRACTICING PHYSICS AND THE POSITION OF THE POSITION OF THE POSITION OF THE PROPERTY OF THE PROPERTY OF THE POSITION OF THE POS

TENTH ANNUAL SESSION OF THE Carbon County Teachers' Institute.

WEDNESDAY-THIRD DAY.

Institute called to order at 9 a. m. by the Prident, and after the singing of a hymn and prayer by Rev. Fdsall Ferrier, the roll was called and minutes read and adopted. Committee on Re-solution reported the following :

Resolved, That the composition of English words forms an important branch of the study of our language.

Resolved, That we donsider the endeavor to unite more closely the men at and written exercises in arithmetic a movement in the right direction.

Resolved, That composition should go hand in band with the theoretical study

On motion, the resolutions were adopted as read.

Prof. Youngmen took up the subject of "English Words," which he handled in a masterly manner. Rev E. Ferrier and Prof. Rowland took part in the dis-

cussion which ensued.
Intermission of 15 minutes.—The Institute was again called to order, when the quartetto "Come where my love lies dreaming." was very finely render-ed by Messrs. Rowland, Horn and Ren-

shaw and Miss Jones.
Prof. Rowland followed by reading Seeking a Situation by a Graduate."

Wm. McLaughtin then took the floor on methods of teaching primary arithmetic. The discussion was participated

in by Messrs, Youngman, Hollinger, Motzer, Rowland and others. Afternoon-On motion, it was agreed to resume the discussion on primary arithmetic, which was again participated

in by a number of teachers, after which T. W. Renshaw, was called on Methods in English Grammar.
Intermission of 15 minutes. On reassembling the Institute sang "Swinging "Neath the Apple Tree," after which

Prof. Curry saddressed the Institute, when the discussion on methods of English grammar was again taken up led by J. H. Van Sheetz. Evening.—Prot. Curry delivered a very excellent and well-considered lec-

ture upon "Special Education," which gave much satisfaction. He was fol-lowed by Rev. Coleman with a fine lec-ture on "Culture."

THURSDAY -- FOURTH DAY.

Morning.—Institute called to order at usual time by the President, after devotional exercises, the roll was called and minutes read and adopted.

The President appointed a committee to solicit subscriptions for the Penna. School Journal, and Prof. Curry, in a few appropriate remarks, urged upon the teachers the importance of the publication.

The discussion on methods in English grammar was resumed by Prof. Curry, who spoke at some length, supporting the views expressed by T. W. Renshaw

Next came Rev. C. Kessler on School Government. The discussion was par-ticipated in by Prof. Rowland and others. Intermission.—On the call to order, the subject of School Government re-

sumed by Prof. Curry, followed by Mr. Schofield, of Philadelphia, Mr. Miller, of Sunbury, and Hon, W. B. Leonard, Afternoon.—Institute cailed to order,

roll called, after which "Little Birdie in the Tree," was rendered with fine effect by the Institute.
The subject of School Government

was again taken up with much warmth It was generally thought that Hon W B. Leonard had done the profession an injustice by some statements he made in the forencon. Prof. Youngman, in a most telling speech, which was really eloquent, denounced the course Mr. L. seemed to be pursuing. He was followed by Prof. Rowland and others.

The following resolutions were then adopted :

Resolved, That, in regard to School Government, we disapprove of both extremes; that severity is not incompatible with love; that corporal panish-ment will grow less frequent and lessevere in proportion to the honor and esteem in which our profession is held, and parents and citizens can promote this object by a faithful co-operation and sympathy with teachers in their onerous work.

Resolved, That a more liberal endowment of music and essays would add

naterially to the interest of our Institute Resolved, That a knowledge of Govrument securities and stocks being necessary to all business men of our day, teachers should, by all means, qualify themseives intelligently to impart the same to their pupils

At this point Miss Hattle Hellman ead a fine essay on "The Beautiful. Intermission. — On being called to der, 'Come in beautiful dreams' and "Come where my love lies dreaming," were finely produced by Messrs, Horn, Rowland and Renshaw and Mis Jones.

Next came Prof. Rowland on "Stocks and Bonds." Creditably discussed by Mr. Van Sheetz.

Evening.-Rev Edsall Ferrier delivered a very fine lecture on " Pronouns, tollowed by Mr. Schofield with one or the "Lost Arts and Language."

PHIDAY-FIFTH DAY.

Institute called to order; roll called minutes of previous day read and ap-proved. The election of a Committee on Permanent Certificates was then proceeled with, and resulted as follows: Messrs. Youngman and Rowland, Mrs. Friable, and Misses Bunting and Hell-

man, to serve as said committee for one

Hon, W. B. Leonard was allowed to explain with respect to some statements made by him on Thursday.

The Committee on Resolutions presented the following, which, on motion, was adopted:

Whereas, In all deliberate bodies, it s customary to give expression to their views by resolutions, therefore Resolved, That we recognized in Co.

Institutes the best available means to advance the standard of teachers.

Resolved, That frequent educational meetings, held in the different parts of the county, would promote the educa-tional interests in such places. Resolved, That the teachers who have

deliberately deprived themselves of the advantages of the Institute, deserve our severe censure for neglect of duty and unprofessional conduct. Resolved, That our thanks be extend-

ed those directors who, alive to the interests of educators, have given the teachers in their districts full time to attend the Institute.
Resolved, That we recognize the

School Journal as one of the best edu-

ational journals published, and it should be in the hand of ever earnest teacher. Resolved, That That our County Superintendent, R. F. Hofford, is justly entitled to our gratitude for his hearty and effectual efforts to make the Insti-

tute instructive and entertaining.
Resolved, That we deem the directors and friends of education of this vicinity highly commendable for the interest they have manifested, and the encouragement they have given us by their

presence and assistance.

Resolved, That our gratitude is hereby tendered to the hotel keepers of Mauch Chunk for their kindness in amply and comfortably entertaining the members of the Institute at reduced rates.

Resolved, That the thanks of this Institute are justly due to Profs: Carry, Horn and Schofield, and Revs. Coleman and cerrier for their pleasing and in-

structive lectures.
Resolved, That those who have so highly entertained us with music during the sessions of the Institute, have our sincere thanks for the services rendered. Resolved, That we will return to our duties with renewed zeal, and we hope

to prove by increased ability in teaching that our labors have not been in vain nor our time mis-spent. Resolved, That a copy of these resolutions, with the minutes of the Institute, and the essays and addresses deliv-

vered befor this body, be presented to our county papers for publication.

Rev. C. Kessler,
D. S. Grossman,
Committee. D. S. GROSSMAN, Miss Sue E Zern,

After an intermission of ten minutes, Miss Jones favored the Institute with a beautiful song entitled "Somebody is

oming," which was well received.

Mr. Van Sheetz then gave a dessertation on Object Teaching, in which he evinced a familiarity with his subject and a thoroughness of preparation, that enabled him to bandle it in a very skill-ful manner. He was followed by Messrs. Rowland and Hollinger in a few brief and pointed remarks.

Afternoop. — Institute called to order-On motion, the President was authorized to appoint an Executive Committee, which he did as follows—Messrs, Young-man and Rowland and Mrs. Frisble,

The Institute entered upon the consideration of the place for holding the ton and Weatherly were named, and discussion was allowed upon their relative merits. Messis, Rowland and Renshaw spoke for Lehighton; Motzer and Youngman advocted Mauch Chunk, and and Van Sheetz, Weatherly. The vote was as follows: Mauch Chunk, 23; Lehighton, 22, and Weatherly 8.

Prof. Rowland presented the following preamble and resolution:

Whereas, That article of the School Laws of Pennsylvania, which provides for the holding of annual institutes in the several counties, anticipates that all tenchers attend these institutes, and

Whereas. This anticipation is insuf-ficient for the full attainment of the

law, it is hereby Resolved. That it is the sense of the Teachers' Institute of Carbon that the State Legislature should enact a law obliging all school boards of the county naually to grant five days to their respective teachers for the purpose of at-tending 4t the institute, without reduc-tion of salary; Provided, however, that whenever a teacher shall fall to comply with this proposed law, reduction of mlary shall be made for every such

failure Resolution was, on motion, adopted, The institute tendered a vote of thanks to the Secretary, Assistant Secretary, Committees and Janitor, for their able dicient services.

The President called upon Mr. Butler for an address; he spoke a few words, and sat down amidst great applause, Dr. Smith followed with a like result. Rev. Mr. Coeman next-said a few words in which he earnestly invoked blessings upon teachers and teaching profession Rev. Mr. Urban then made a few but carnest remarks, pointing them to the higher aims of their labor. He was followed by the County Superintendent, R. F. Hofford, who spoke in a touching manner of the pleasure he had derived from the good attendance and good feeling on the part of teachers, and closed by urging them to renewed faith fullnes in their work, and extending to them his best wishes. Adjourned. T. W. RENSHAW, Secretary.

Mrs. E. B. Futshie, Ass't Sec'y.

Rev Mr. Coleman's Lecture.

I believe the Romans were the first people who set up milestones along their roads into the country, for the benefit of the wayfaring man. The wealthy travelers could take guides, and the professed tourist had skill and science enough to trace his route by the great guides of nature—the rivers and mounains, the sun, moon and stars-but the business man required these speakingstone directly in his path. So in the paths of knowledge: those who have lelsure, and need not measure time by hours, can travel at their will, and find recreation and instruction in everything they see; and the professed scholar knows the tracks of his predecessors in the walks of learning, and can examine the monuments they have left behind without much anxiety, since he can more easily correct the errors into which he may full. But those engaged in the busy scenes of every day life, and to whom mental culture is rather inciden-tal than otherwise are glad to avail themselves of the directions which may be given them, and the conclusions which may have been reached, by such as have had opportunities for that study and reflection which have not belonged to themselves. While I would not for one moment claim the right to consider myself a teacher of such an audience as I now have the honor of addressing, yet if the few milestones—it may b rough-hewn and rudely sculpturedwhich I propse to set up, shall be found in the slightest degree helpful in pur-suing the life journey which we are all called upon to pursue, my honest aim

in speaking will be entirely accomplished.

The time has come when no one can be ignorant and still remain respectable. A good share of knowledge is requisite for the daily demands of society, in al-most every walk and grade: the shopthe descript was an grade, and even the loafer must have a portion of mod-ern in elligence; else he soon falls in the estimation of his associates. We are a reading community. The press is teeming every day with works of all sorts in our vernacular of more or less value in forming the mind. There is hardly a mental taste or inclination which is not by one or another of them taken into consideration and gratified.

It is not now :lifficult to procure books. They are scattered abroad in every city, town and hamlet, and supplemented liberally by lectures or addresses, in courses or singly, in school, and hall, and church.

But it often happens that the mind is without a guide in this wilderness of sweets, for it falls to the lot of but a few to have a mentor always at hand to point out the medicinal from the polsonous flower. There is no instinct in our nature that directs us to whatever is good and wholesom, as in the honey bee or other humble creatures of earth or air. It is the wandering about, with ilt-digested plans and unfixed principles, not knowing exactly what course of study or labor to pursue, which, of nec-essity, prevents many from ever coming to maturity of thought, and makes life appear to others so vapid and bur-densome. If all the intellectual activity and spiritual fervor which are now so palpably mis-spent and wasted, could be conserved, and expended upon ob-jec s which would yirld a profitable return, how much of vain regret and of positive damage would be saved to the

individual and to society at large ! While man may be at all time recognized as a free and independent being, and, as such, privileged to act in accordance with his own volition, yet there are, by common consent, certain pursuits or lines of thought and deed wh it does not become him to follow. And his gratitude should ever be extended toward those who can and will point out to him the inevitable injury and loss which must ensue upon his adopting such a course of training or action eems inclined to follow. which he has to devote to such studies and considerations is so limited, that if he be at all wise or in earnest, he will ever seek to practice his faculties in those departments where they will produce the most good, that he may be saved from after disappointment and reproach. I trust that it may not be inap-propriate in me to undertake, in my present remarks, to indicate some of the methods by which we may avoid the damages with which an indiscriminate and aimless pursuit of learning is accom-panied. Such awant of aim is of the very nature of selfishness, or of stupid acquiescence; in either case, it is unman-We take up with those studies which are the most agreeable to our own feelings; else we blindly follow the di-rections of others with but a mechani-cal obedience, not knowing nor caring what we study so that we fulfill the re-

quited course.

The notion which has its beginning with the young child when he first goes to school that he has merely to recite his lesson in class without troubling himself as to its future remembrance or practice—this notion, under different modifications, seems to prevail thro'hout the man's after life. The consciouness that what he is now learning may serve to help him in learning some higher branches, in understanding some more difficult problems, affording instruction and comfort to his neighb have been favored with like oppor-

tunities of improvement—never or but seidon appears present with him. But surely we are debtors to each other. The community idea is that which ought to be inwrought in all our plans and endeavors. The great truth that we are all members one of another

should be constantly finding its utterance in a more solemn realization of the intrinsic value of the talents entrusted to our care. The spendthrift who lav-ishes his treasures without due consid-eration, and without the just recompense for which he may with propriety look, is alike worthy of condemnation with the miser who hoards within the secret chambers of his own mind stores of information and wisdom which might, if judiciously distributed, contribute widely to the benefit and advantage of his fellows. In the matter of learning we

are, I opine, no less trustees than in the matter of material wealth; invested in either case with such responsibilities as forbid any wanton extravagance in the one direction, or selfish aggrandisement in the other.

A remembrance of this inter dependence of one upon another, this relation of the common gifts and of the common wants will. I think, go very fur towards elevating our intellectual toil beyond that described in the common state of the common state. that drudgery which too many account it to be, and give to all we strive to a-chieve in the way of mental acquire-ments a dignity and nobility which it may otherwise fail to exhibit. It also evidently cultivates an integrity and generosity in our moral characteristics which else may not find expression. It at once allies all our possession to their Divine origin, and opens to our eyes a dearer vision as to the real purposes for which we have our being and endow-ments. I should hope, too, that as the consciousness of this debt we owe to our fellows takes the firmer hold upon us, it would act as a powerful stimulant in not only discerning between what is good and what is evil, what is profitable for us to learn and to retain, and what is bet-ter to be avoided and rejected—but also in diligently prosecuting our researches in the various fields of knowledge, that we might thereby enlarge our opportu-uities of benefiting those who unglit re-quire our aid. "Self, the measure of all things," is, practically, the which many students seem to have adopted, and it is not to be wondered at when such fail to leave any impres

forgotten. Another means of avoiding the evils which I have attributed to an aimless education, would be found in employing more of an analysis in our studies; and by the term analysis as thus used, I do not mean that exact and scientific acquaintance with all their constituent parts to which the thorough chemist or anatomist would lay claim in treating of the subjects of their investigation. I simply mean such an inquiry into the real value and character of the various pranches of information and knowledge which are proposed to us, as may enable us to select those which appear to be the best adapted for fitting us to occupy the different positions in the world to which Providence may assign us.

even upon their own age, and in the

next generation their names are clean

There are certain acquirements which appear to be equally essential to all; in regard to which there is very little, if any, room for choice. To neglect them, were to expose one to public censure and to ostracise one from all respectable society. There are others again, which while they may be necessary to you, may not be so to me. Indeed, it may be equivalent to a waste of time for me to devote myself to their obtaining, under the circumstances in which I find myself placed. And yet for you, it is criminate association cling of prime importance that you should be after, he has, it may be, point, and yet it is quite evident to the least casual observer that much valuable time and energy are squandered by men in studies and pursuits which will never be of any practical benefit to to the utter neglect ofothers in they might have excelled. It them, to the atter ought to be made a matter of conscientus consideration on the part of each one in his sphere to discriminate between what presents itself to him for his es-pousal, and he should see to if that hi labor is expended upon that which promises to afford him the greatest

amount of satisfaction and profit.

There is much book learning and, what I might term, conversational lore, which are very specious in their outward ap-pearance, but which when critically analysed will show themselves to be the counterfeit of wisdom, without any inherent capability of recompensing us for the amount of toll we undergo in attaining them. The miller is careful to separate the wheat from the chaff, altho both maybe brought to him to be ground; the broker will cautiously examine the wares be begulled with some spurious metal. And so the student must needs apply his tests to the various subjects of learning which muct his eye on every hand, and only apply himself to the mastery of such as will bear practica and unprejudiced rule of scrutiny.

For tack of adopting some such method as this, the lives of some men have been rendered miserable and fruitless, and others have wasted their prime in exigencies, where properly directed their talents would have been of incalculable value in the management of the world's affairs.

Discoursing upon a kindred theme, Lord Baeon quaintly observes, "Some books are to be fasted, others to be swallowed, and some few to be chewed and digested; that is, some books are and digested; that is, some books are
to be read only in parts, others to be
read, but not curiously, and some few
to be read wholly, and with diligence
and attention." "Some books also,"
he continues, "may be read by deputy
and extracts made of them by others;
but that would be only in the last imbut that would be only in the last im-

portant arguments, and the meaner sort of books, else distilled books are, like

ommon distilled waters, flashy things."
It must be confessed that it is not always easy to settle the question of the relative importance of the almost innumerable branches of study presented to our notice. In regard to the same things there will be widely different views en-tertained by different persons. Only a ew days ago, I was in company with everal naturally intelligent young women who were quite communicative.

They were gradantes of a well-known institution of our country, and upon parting with a gentleman, who ought to be a competent judge, he said, "Those young women are smart, but complete-ly spoiled." He afterwards intimated to me that he thought that the system under which they were educated had actually injured them, and this by the chalse of studies which they had made, giving to great prominence to some, while almost entirely ignoring others, which, as he tooked at them, would have been more in keeping with womancharacters and womanly responsi-

But whether it be a difficult thing or not to discriminate between the mani-fold branches of education, I think a great point is gained when we have been brought toacknowledge the necessity for making any choice: when we have been made to realize that our studies are not to be pursued in a hap-har-ard irresponsible manner, as though overything presented to us were equally profitable for us, but that that they are to be pursued after a system, and with especial reference to their adaptation to present and prospective needs and circumstances.

Not more surely does the physical part of man require for its proper de-velopment and healthfulness the use of a curtain diet, than does his mental con-stitution demand for the due exercise of its functions a zealous mindfulness of what is most fitting and wholesome. Any other policy will inevitably ensue in in-tellectual imbecility or nonentity.

And what makes this indiscriminate method of study all the more baneful is that it is very apt to reproduce itself in our ordinary every day life in other im-portant directions. With some, it is found to mar their whole business career, and to unfit them for bearing that part of our common work for each other and for themselves which ought rightfully to be discharged alike by all.

With others, it still earlier manifests itself in the same promiscuous choice of companions and a sociates. And what wonder? The school is to the child the wonder? The school is to the cana the great ideal of the world. Whatever in the class-room appears to him in the light of a law or castom, is very apt to be deemed by him as regulating his conduct elsewhere. Insensibly, the discipling to which he is subjected for the pline to which he is subjected for the longest continuous period, during, too, the formative and most impressive peri-od of his life, will, from the nature of the case, take a very strong hold upon his consciousness, and occur to him as that which he is to observe with respect to other than strictly educational affairs. The consequence is, that to his precep-tion at the beginning, all playmates are alike. He takes up with those who come first, and with all as they come in rotation, not stopping to consider who among them would best be chosen, and who avoided. And this habit of indiseriminate association clings to him long by bitter exentirely familiar with them. No inflex-able rule can be laid down upon this after-thought and after-deed may be distinctly traced to this early fallure to teach him the propriety of a well-regu lated choice or preference in matters pertaining to the education of his mind and heart. Indeed, it is this very experience that teaches him so forcibly the between the culture of the intellect and the culture of the soul. Education to deserve its name, must not only concern itself with what is called secular or profunc learning, but it must also deal largely, I will not hesitate even to say, mainly, with that learning which is enbraced principally in what is known as the 'hristian religion.

I do not propose to deliver sermon at this point, I am not speaking upon this subject in the line, as some might say of my profession. I am addressing my fellows as one who would take earnest counsel with them as to the best means of forwarding those precious interests of education in whose behalf we are asembled in this sacred place this even-ng. The paramount advantage of inlusing therein the principles of Christianity is urged, because in this great work of instruction and discipline, I would advocate that method of accom-plishing it which most surely promised виссеян. What would we think of a physician or surgeon who, when called in to give his advice as to the best mode of developing some sluggish or defective part of our physical system, would ex-pend his whole time and skill in the use pend his whole time and satural and also of minor remedies to operate upon some a condary cause, to the utter neglect of any effort to reach the very seat and stronghold of the infirmity? Would we much faith in his judgment or sincerity? And so I think it unwise in any professio at teacher to ignore the Christian religion in his roster. I cannot appreciate that ever-cautious senti-ment which would exclude it from the school room and text book. When one has adopted a theory upon this subject, based upon what he is pleased to term